

Childhood Education

Building Strength for Living

**Dealing With
Fear and Tension**

January 1952

JOURNAL OF

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

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For Those
Concerned
with Children

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

Next Month—

"Working Together in Schools" is the February theme. Daisy M. Jones explains the value and necessity of such a topic.

Understanding each other's role is an important prerequisite and can be part of school organization say Irene Thomas and Edgar Farley.

Margaret Lahey and William Edson explain how students at the University of Minnesota, preparing for teaching, participate in planning for their own curriculum.

In "Will You Walk Into My Classroom" Bess Lane discusses the importance of parents at school.

Reports of teamwork are included from eight different areas, different projects, different origins.

An anecdotal account of working on problems in human relations by Long Beach, California, teachers presents more concrete evidence of teamwork.

News and reviews bring information on happenings and materials.

Childhood Education

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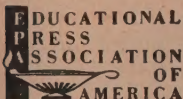
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REPRINTS — Orders for reprints (no less than 50) from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month.

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Subscription \$4.50. ACEI membership (including subscription) \$7.00. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. . . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879. Copyright 1952, Association for Childhood Education International, Washington 5, D. C.

Published monthly September through May by

THE ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 15th ST. N. W., WASHINGTON 5, D. C.



Photo by Eva Luoma, Weirton, W. Va.

Parents and teachers are concerned with the experiences of children which shape and provide the content of their inner worlds.

Security in the Inner World of Childhood

DURING THE PAST SEVERAL YEARS CAMPAIGNS AND DRIVES HAVE BEEN conducted by a number of worthy organizations in efforts to protect children from fear, tension, and the insecurity which often is their offspring. Walt Disney's colorful fantasies have been criticized for including grim sequences, and comic books (especially the more lurid types) have been attacked and sometimes banned. The eerie, brutal, and criminal elements in radio and television programs likewise have been censored by their sponsors or producers.

Such efforts, aside from a few abortive, blue-nosed drives which went to extremes, generally have had a salutary effect on the environments which we provide for children in America. But at the same time there is a strong hint of closing the barn door after the horse has been stolen in endeavors to remove elements which disturb or upset nervous children!

Is it not reasonable to ask *why it is* that we have many disturbed children who awake in a cold sweat or with the screaming night-terrors after witnessing a weird television program or a hair-raising movie? Usually there is something badly awry in the living of children whose fears are laid bare by the unfortunate but relatively common presence of overstimulation in life in the United States.

The present issue of CHILDHOOD EDUCATION is concerned with the problem of "Dealing With Fear and Tension." It seems logical, then, that we should be concerned less with what to do with frightened children than with the question of how and why they became disturbed in the first place.

The anatomy of fear is simple in itself although its manifestations and expressions may be ineffably complex. The frightened child is one confronted by an element or problem which he cannot comprehend or with which (for real or fancied reasons) he cannot cope. For example, the child is not so much frightened by a hideous figure skulking across a television screen as he is by *the way in which this experience penetrates his highly private inner world*: the world in which he has his real being and in terms of which he appraises and responds to his environment.

It is with this inner self of the child that parents and teachers are most directly concerned. More accurately, they are concerned with

the experiences of children which shape and provide the content of their inner worlds. The brief space of an editorial column does not permit detailed analyses of the sources of fear and confusion in childhood, but a few salient points can be identified.

Often the foundations for a child's subsequent, persistent disturbances are laid in devious and subtle ways. Inconsistency in parents and/or teachers at home or in school, psychological pressures for unreasonable social or academic performance, failure to help the child build intellectual insights into the world about him, overprotection, the transfer of an adult's nameless fears to his child, and failure to help children acquire the ability to separate reality and fantasy are among some of the more common experiences, qualities, or elements which may lead to emotional upsets or fears. Let us consider one of these as an example.

Consider the matter of psychological pressures. Children frequently become tense, as nervous as the proverbial cat, when parents (unwittingly for the most part) try to insure that their child will wrest from life the "good things" socially and economically which the parent may feel that he himself has missed. Such fathers or mothers may become *goads* rather than *guides*, prodding rather than helping children to make academic progress. Similar pressure upon children may come from insecure teachers who push the individuals in their classes so that, come June, they can point to gains made since September in class achievement scores irrespective of whether or not the children suffered from relentless driving by the teacher so that "they are a credit to him." Such staff members are likely to be inexorable "assigners" rather than insightful advisors.

Overprotectiveness, inconsistency, and other previously cited sources of basic personality instability, including unreasonable psychological pressures, are representative of many fundamental causes of insecurity in childhood. We must seek *in our own behavior as adults* many of the causes of tensions and fears acquired by children in childhood. We are an important, predominant part of their environment. They cannot rise far above the psychological stature of the grown-ups who tower above them physically in their early years unless *we help them* to find freedom from fear in their day-to-day lives.

THE ARTICLES WHICH FILL THIS JANUARY ISSUE DEAL WITH SOME OF the specific things we can do to help children "Build Strength for Living." In them, perhaps, you will find more fully the meaning of the message the editorial paragraphs seek to convey.—HAROLD G. SHANE, professor of education, Northwestern University, Evanston, Illinois.

On Being Afraid of Being Afraid

Fear is a very necessary emotion yet often its effects on the individual are harmful. If there are times when fear is good, how do we know what to fear and when? Irving J. Lee, professor of public speaking, Northwestern University, analyzes the ingredients of fear and shows how it is not the feeling of fear or bodily changes which paralyze action but our beliefs about them. These are important ideas to be implemented in working with children.

A MOOD OF FEARFULNESS GROWS EASILY in our kind of world. But frightened men and women help to make it that kind of world. It may, then, be worth looking at this thing which is both symptom and agent.

Fear is not a pleasant emotion. With it men become impatient and inhumane, harried, and tormented. Frightened men become careless, imitative. They work under stress, wasting energy. With sustained fear come hopelessness and helplessness. Fear is contagious. Even adults catch it.

The effects, however, are not always so enervating. Dr. Abraham Myerson gives the other side of the story:

Fear, though grossly maligned, is perhaps the most conservative and constructive force in life. Were it not for the fear of cold, men would not have built houses or utilized fire. Were it not for the fear of famine, men would have spared themselves the arduous labor of tilling the soil. Thrift has one of its roots in fear, and it is the reality of fear of death and disease which has built up religion and medicine.

The issue seems clear. Our task is not the elimination but the utilization of fear. Is there anything that teachers can do to provide children with immunity against the destructive contagion, so that children are moved to action rather than paralysis, so they face up to rather than retreat from the difficulties?

What follows is a somewhat tentative step toward a point of view.

What is Involved in the Fear Situation?

I have been gathering a file of fear-stories. Some are episodes reported in psychological literature. Others are accounts of stage fright by students in classes in public speaking. A number are reports by policemen about "the times they were really afraid." Still others are attempts by adults to explain how they felt, what they thought, and why they were afraid—of the dentist, of flying, when shot at by an enemy sniper, when called into the front office.

This is hardly an adequate cross-section, but from the cases it was possible to evolve a generalized description of the elements that go into a human being's fear. To get fear we need only to put certain interacting factors in one place.

The Dangerous Object. This is any person, place, circumstance, point of view, formulation, or thing alone or in combination which the person considers to be injurious, hurtful, unpleasant. The object may be big or little, present or absent, real or imaginary, momentary or long-lasting. It may be considered dangerous by many, a few, or by the one person involved. It may affect everybody, a few people or just one. All-important is this: the object must be

thought to be dangerous by the person who feels afraid.

The Assumption of Damage. This is a mental image, conclusion, or prediction that the object will lead to some damage to the person or to those he loves or to anything he values. The damage may be physical hurt, financial or property loss, loss of self-esteem or social status, or any other recognizable unpleasantness.

The Assumption of Incapacity. This is a belief or supposition that the person will not be able to cope with or ward off the object and the resulting damage. The person thinks that he is incapable of controlling, correcting, or preventing the hurt either because he is weak and unprepared or because help will not be forthcoming or because he thinks outside help will also be unable to stop or overcome the evil object.

Bodily Changes. In the frightened person it is possible to locate a number of physical and physiological changes, ranging from a diminution in the amount of glucose liberated by the liver, from increase in the heart rate to inhibition of intestinal peristalsis.

The Feeling of Fear. To those who have never had the inner impressions anything written will be unsatisfactory. When one is afraid he is tense, under stress, uncomfortable. The feeling is one of pain, upset, and unpleasantness so that one invariably tries to be rid of it. The general effect is something like the tensions that go with seasickness.

This is a picture of fear in a human being. But this way of drawing the picture may be misleading. The drama does not unfold in progressive order. Everything seems to happen at once, together. People seem to make the assumptions as they perceive the object when they have the bodily changes and the feeling. Whenever a man has the

feeling, he has the perception and he makes the assumptions. Whenever he perceives danger and feels fear he assumes damage and his incapacity to cope with it.

In short, the picture is an integrated whole with the elements interrelated in the living situation. The order of happenings is not as important a part of the theory as this: that all the elements have to be in play if there is to be fear. Take away any one of those listed and the result will be something but not the distressing thing most of us know as "fear."

I was once given some adrenalin experimentally. I had a sense of arousal and tension similar to times when I had been afraid. I had the feeling of fear and some of the bodily changes but it was different. I was stirred but not upset. Since I had no thoughts of oncoming danger or damage I could sit patiently observing the phenomenon.

What Do People Think About the Fear Situation?

Sometimes frightened people become creative, attacking the danger situation with zest and initiative. Sometimes they become helpless. What gives rise to this ineffectual behavior? The materials in my case studies when read in the light of what teachers might do about it, seem to suggest some answers.

In the first place, *it is not the feeling of fear or the bodily changes as such which paralyze action, but beliefs about them which have the immobilizing effect.* The important factor is not that men feel frightened, but that they think about themselves and their feelings in a way which is ultimately incapacitating. It is this overlaid or secondary set of beliefs that we must focus on.

Secondly, and closely related, *these frightened people seem never to have*

earned rigorously enough to analyze their assumptions about the situations which set off their fear. As far back as Plato courage was thought to be wisdom concerning danger. In my file of fear stories people rarely seemed to realize that they could think about themselves and the danger object in ways which were more sensible than others. A few illustrations:

Many believe that it is unnatural, wrong, even shameful to be afraid. A 41 year old foreman wrote, "My speech at the Company meeting comes tomorrow. I could hardly eat my lunch this noon. I'm jittery right now writing about it. This isn't right. I should not be scared of getting up to speak. I feel so unhappy about myself that it is hurting my regular work."

Consider this in terms of the symptoms. Why shouldn't he be scared? Isn't he in the middle of the danger complex? Why the sense of shame at what is perfectly normal? He must now be persuaded that he is supposed to feel apprehensive . . . that it is normal and inevitable to feel uncomfortable in the face of a situation where he is "on the spot" . . . that the speech situation does, indeed, threaten his self-esteem and his position in the company. And this is the key point: His very concern about the "wrongness" is adding one more burden to his state of mind. Somewhere in his growing up he should have learned how to shed this one. Incidentally, many adults have reported a sense of relief after this kind of explanation. This particular man replied with more profanity than is here recorded, "You mean it's OK for me to be upset?" There was great relief on his face.

Almost a third of the adults in the cases touched on the possible damage that might come to them, not from the

dangerous object, but from the bodily changes occurring inside them. A policeman wrote, "Something must be the matter with my insides to make me feel so bad." A woman about to fly for the first time said, "Doesn't the rapid beating of my heart and my loss of appetite mean that something is going to happen to me?" These people were not only making assumptions about the outer danger but also about their inner states—two fear experiences instead of one.

These people have to learn about the functions of the nervous and endocrine systems, which prepare the body to cope with emergencies. They need to become acquainted even in the most superficial way with the view that the internal secretions, visceral changes, muscle tensions, are but indications that the body is being readied and organized for a heightened effort against the danger. W. B. Cannon's *Bodily Changes in Pain, Hunger, Fear and Rage* and *The Wisdom of the Body* are still useful textbooks for details of this theory of "emergency function."

When a man sees the utility of the inner happenings, he may come to *welcome* them as he prepares for the battle.

There is a kind of unspoken generalized fatalism in many of the explanatory reports which when made explicit goes something like this: Fear is something deep in the person. It springs from sources which cannot be readily reached. Attempts to help are futile. Therefore, why bother?

Of course, the layman who tries to help another's phobias and neurotic manifestations is ill-advised. Equally obvious is the fact that many other fear-conditions are amenable to instruction.

The immediate result of the fatalistic attitude is that the person stops looking at the object and his assumptions about it. If our picture of the fear-situation is at all representative, then it makes a

tremendous difference whether a person evaluates the assumptions of damage or incapacity or whether he gives up. This is evident in the stage fright examples. The worried adult starts with a host of assumptions (1) about the audience (that they are watching for his mistakes, that they are unfriendly to him, that they see his distress), and (2) about himself (that he is bound to forget, that words will not come, that he never can be well-enough prepared.) Whenever we have been able to get students to think about these assumptions (which most of the time have low probability) and to explore them out loud, the results in terms of an increase in courage more than justify the effort. Far better would have been instruction when they were younger that a change in their assumptions means a change in their feelings.

Many people wrote of their fears as if the danger and damage were unbounded, extended in time. "The dentist hurts," they say, but they rarely say "when." The effect of this is to amplify the duration of the fear-feeling.

A man ought to respond when the dentist hits a nerve. Should he be upset in the minutes before and after when there is no pain? He will so long as he assumes that the pain is present and continuing. Can he be helped to locate the time of the pain? Can he be instructed to respond differently in the minutes when there is no pain? Note how the idea was put to work in the life of a two- and one-half-year old.

David was bitten by a squirrel and the pediatrician prescribed 14 daily anti-rabies shots. The first day he cried only when the

needle entered his arm. The second day he was reluctant to enter the doctor's office. The third day he cried on entering the building. The fourth day he did not want to leave home saying, "Mommie, I won't have a shot today."

His mother, now aware of the extension of his fear-feeling began prophylaxis on the secondary infection. She explained thus:

"Yes, David, you will have a shot today, but I will tell you about it. When the doctor takes your arm, it hurts and you want to cry. That's all right. You may cry when it hurts. But does it hurt now? Does it hurt when we ride in the car and park in the lot? Does it hurt when we go into the building through the revolving door? Does it hurt then? No. You don't need to cry when we push the door round and round. You can laugh then. Does it hurt when we sit in the doctor's waiting room and read the picture books? Does it hurt when the doctor takes your arm? Yes, that hurts. Then you cry. When he's all finished you don't need to cry any more. And it hurts only a minute. So you can cry for just a minute."

David seemed to get it. Enroute that day his Mother asked from time to time, "Does it hurt now?" He even laughed when he said "No." During the remaining 10 days he cried only when the needle hit him.

Let me venture a prediction. What would happen if people understood the nature of fear as outlined here and then learned how to control their assumptions about it? They would be afraid, but they could live with it. They would continue to function. They would not be immobilized by their own devices.

Teachers of children who would work this sort of reorientation might be adventuring into a program of prevention. We should not easily be able to measure their achievement. But the children grown to adults would know it.

EDUCATION IS NOT SOMETHING TO BE FORCED UPON CHILDREN AND youth from without, but is the growth of capacities with which human beings are endowed at birth.—JOHN DEWEY.

Looking at Ourselves in the Classroom

The teacher is entrusted with the well-being of his students and certainly ways of handling tension and strain must be part of his wisdom. Alice C. Henry, supervisor, Child Guidance Service, San Francisco Public Schools, suggests an evaluation of personal mannerisms and classroom organization along with use of parent conferences and understanding the ways in which fears may evidence themselves.

TEACHERS FACE THE PROBLEMS WHICH beset any individual in our complex modern society, and also have the special responsibility to do the best they can to help students with their emotional problems.

What can the teacher do to prevent and relieve tension and strain in the classroom? How can he recognize early signs of fear and insecurity? What resources does he have at his command?

There is much that we know about basic conditions which a child needs in order to feel secure. The kind of relationships he has with his parents from earliest childhood sets the pattern for every future relationship he has. He needs parents who are free enough to show him their love and also set limits so that he can learn to put the brakes on some of his own uncontrolled impulses. He needs a chance to express himself. His parents should let him develop at his own speed and according to his own interests. If preschool years have been spent in this kind of atmosphere he will enter school with relatively few problems. Unfortunately, teachers meet some boys and girls who have not had this kind of relationship at home. There are those who can't make friends, who are afraid to try for fear they will fail, who cannot sit still, who stutter or

show other signs that they are unsure of themselves.

It is easy to recognize these children with inner fears. Those who act out their disturbing feelings bring themselves forcefully to the teacher's attention; they are the so-called "problems." The modern teacher has also been alerted to the needs of those children who are more quiet, but anxious. He wants to find some help for them as well as some relief from the disturbance of the more aggressive ones.

What Is My Effect on Children?

The teacher should first be willing to take a look at the part he may be playing in his pupils' problems. Questions which he might ask himself periodically are: Do I really like children? What satisfactions am I getting out of my job and out of my life outside of school? What unresolved personal problems do I bring to the classroom? Can I laugh with my students and sometimes at myself? Can I admit my own mistakes? Can I be both firm and gentle? Do I trust my students enough to let them find their own answers, or do I expect them to rely on "the word" from me or from books? Do I have any personal mannerisms—a sharp voice, a nervous cough—which disturb my class?

These are searching questions; no teacher should be upset if he comes out with less than one hundred percent in this self-examination. Teachers usually err on the side of expecting too much of themselves rather than too little. Yet, since emotions are so contagious, it is very important for each teacher to be as healthy, emotionally, as possible. A prominent California psychiatrist, speaking on the topic "What Makes a Child Insecure," suggested that society should consider the possibility of isolating people with unhealthy mental attitudes, just as we now quarantine people with communicable diseases. What would happen, he asked, if some morning you told your class that this was one of your bad days and that you were not fully responsible for your actions? Quick to sense the teacher's moods, this much warning might disarm the class and make things go better than they otherwise would.

How Can Parent Conferences Help?

The interested teacher might next turn to the child's parents for help. Much has been written about parent-teacher conferences; much needs to be done to make them really valuable.

There are two mistakes, which may seem contradictory, that teachers should seek to avoid. Sometimes a teacher may criticize the child to such an extent that the parent feels the school is against him. Other times a teacher may feel so sorry for the child he fails to see the parents' side, and thus cuts off any possibility of working *with* the parent to help the child. We need to remember that the primary responsibility for the child's growth is the parents'; our job is to report honestly and directly our observations of the child's progress, giving the parents a picture of his strengths and the things on which he needs to work.

If tension is to be avoided, there are

certain times in a child's school life when conferences are likely to be particularly valuable. Going to school for the first time, for example, may cause some children to be anxious about leaving their mothers. The wise kindergarten teacher, anticipating this, expects that some mothers may need to stay close to their children the first days of school.

Is My Classroom Comfortable?

Let us look at the classroom and its organization. There are many simple things the teacher can do to avoid strain in class. Children like things to be orderly, though sometimes their actions seem to belie this. They like a routine and want to know where they are going. Insecure children, in particular, need a rather formal program to help them strengthen their own somewhat weak inner controls. Paradoxically, they also like the teacher who will sometimes dispense with routine. When the north wind has been blowing all day, or there has been a week of rain, the good teacher almost instinctively knows that this is the time for a good story, a muscle-stretching game, or some informal dramatics.

Recently we have come to realize that feelings are facts to be dealt with by the teacher as seriously as the multiplication table or French irregular verbs. The teacher must try to make the classroom a place where boys and girls like each other and respect each other's differences. One teacher instituted a morning "gripe session" for several weeks, to which children were encouraged to bring the things which upset them. This getting things out in the open in itself served as a release of tension. Many problems were recognized and solutions worked out.

In almost every classroom there are some children who seem to need more than the usual amount of individual attention. The universal cry of their

teachers is, "If only we had more time!" or, "There should be specialists to help us with them." Both of these complaints are justifiable, but teachers should not underestimate the help they can give within the limits of the classroom. A group of teachers in a summer workshop for children with reading handicaps was surprised to discover that quite serious symptoms — tics, hypertension — disappeared when these children were given only a minimum amount of attention and help with their problem. Fortunately for all of us, human nature is very volatile and a little extra attention and affection usually pay dividends.

One caution should perhaps be given here. Teachers must honestly feel the emotions they express if they are to be helpful. Children sense "phoniness" quickly. They usually know as well as the teacher how they stand in comparison to others in the class. We do not help them by being too reassuring or by holding out hopes which they have no chance of achieving. We may help if we can give them an opportunity to experience a relationship with a mature adult who can see their faults and their strengths and still like them.

What Can I Do About Fears?

What we have been doing is to describe the good teacher. Let us now try to relate this description to the general problem of fear and make some suggestions as to what the teacher can do:

- Some fears are sensible and for our protection. Teachers need to help children know real danger and to take all reasonable precautions against it.

- Fears which are faced are seldom as serious as those which are avoided and denied. Children need the opportunity to talk out and play out the things which are bothering them.

- Real fears are often disguised and

displaced on to more seemingly acceptable sources. Thus, the boy who cries during an air-raid drill may in reality be afraid of his too-strict father and, underneath this, may fear the expression of his own anger toward his father. Part of the teacher's task is to try to understand what is in back of the manifest behavior the child exhibits.

- The best weapon against fear is a feeling of one's own importance and a sense of being a part of something which is ongoing and continuous. All of the institutions of our society should contribute to the development of this feeling in the child. As teachers we must do our part to make sure that each child finds reason to believe that his life in the United States today is worthwhile and that he has a part to play in perpetuating its values.

It would not be fair to the teacher to leave the impression that the task of handling children's fears in school is in his hands alone. Much of the teacher's feeling of security in the classroom depends on the amount of appreciation and the kind of support he receives from administrators. He, too, needs the opportunity to express his feelings and to share in the planning of what the job is to be. One elementary principal found almost immediate improvement in the morale of her school after she arranged to give each member of the faculty an hour a month of her time.

The problem of the relationship of pupil to teacher, of teacher to principal, of school to home is essentially the same. When the basic feeling is one of trust and understanding, tensions are at a minimum; problems can be faced and solutions arrived at. Good schools have demonstrated this throughout the years. The more we can encourage this type of attitude, the more hope there is for our schools to be real bulwarks of democracy.

Present Tense: Future Perfect

Mauree Applegate, English teacher and critic in the rural department of LaCrosse State Teachers College, Wisconsin, believes, because she has seen the evidences, that the modern school and the modern teacher are learning to help children with their tensions. How they do it through creative dance, drama, and art are brought to us in this encouraging, helpful article.

I COULD HARDLY KEEP MY WELL-DISCIPLINED feet still.

There I sat on the edge of the visitor's chair, in the fourth grade at Roosevelt, hanging on to a firm resolve not to make a fool of myself *at my age*. But oh how my spirit danced and dipped and twinkled with those thirty youngsters!

Youngsters? No, for this hour at least, they were not youngsters at all, but thirty scarecrows rebelling against the long hours in the farmers' fields; thirty scarecrows on strike, whom the spirit of Halloween had set free from the monotony of their daily tasks. And now they were out to discover adventure and frolic together in gay abandon under the harvest moon.

Many and varied were the experiences of these knights of the field, culminating in a creative dance around the gym floor; a frolic in which even "Dead Ned," as his teacher called him to her colleagues, had acted as one possessed. Only with the final crash of the glad, mad music did the children fall to the floor in limp little puddles of relaxation, while the Merry Autumn Breezes, who had been waiting restlessly for their turns to come, blew over them gently and lulled them to sleep.

I had been fortunate enough to arrive at Room 4 in time for the planning period. The children, under the clever guidance of the teacher, had planned the whole

creative dramatization. I had watched the eager, interested faces of the children as they planned and as they later lost themselves in the characters they portrayed. A motley group of youngsters they were, with no particular nationality predominating — a typically American group.

The teacher had told me that many of the children's fathers were on strike from the nearby factory and that, as the weeks of unemployment stretched into months, the children had become increasingly restless and hard to control. In fact, one of the boys in the room had suggested that in the play two scarecrows picket the cornfield bearing placards that declared "This Farmer Is Unfair to Licensed Scarecrows." This suggestion troubled me for a moment until I remembered that no doubt the children of the pioneers had played at scalping each other. I looked on as the scarecrows became normal boys and girls and noted how relaxed they seemed after this therapy of play. In assuming the troubles of others they had forgotten their own.

Ours is a "too much" age. We work too fast. We wait too long for periods of relaxation, becoming either too tired to play at all or so over-stimulated that we over-play and become too tired to work. Over-long periods of strain affect us and our children in much the same way that they affect rubber bands. Have



the modern child needs release.

Courtesy, Los Angeles City Board of Education

ou noticed how stretching a rubber band too long and too tightly over a package of papers causes it to lose its "bounce" and its capacity to contract into its original size?

Watch any group of modern children and notice the signs of over-stimulation and strain in so many of them: the inability to relax, the high shrill voice, the nervous twitching of the hands. All of these signs tell us that the modern child needs release, as does the modern adult.

We harried and hurried grown-ups want our children to learn early what it has taken us so long to learn—that the greatest tension-releaser in the world is the losing of oneself in creative work or play.

Some of the releases sought offer only temporary escape. Detective story reading gets monotonous; drinking leaves a hangover; drugs soon use us instead of us using them; but the working out of our inner emotions through our muscles—that is the release that brings rest and peace and deep sleep.

The Navaho woman was aware of this

truth. On a rude wooden loom she wove her heart's history into the rug she made; the early savage looked on the mysteries of life and was afraid, so danced out his fear with his own improvisations in the tribal dance; the pearl fisherman sang the song of the pearl as he went out to his daily pearl harvesting in his light canoe.

Yet the early savage had so few repressions! When fear poured adrenalin into his bloodstream he could leap and kill. A dozen fears, a dozen angers, a dozen frustrations pour adrenalin into the blood of the modern, but civilization stays his hand and holds his tongue. Adrenalin is a powerful mover; it is one of the most powerful stimulants known. We must teach our children to find emotional release for this inner power through the therapy of creativity; it is not good to be a human bottle for such a powerful mover as adrenalin.

I am often meeting the creative spirit in the classroom. Almost every day I find children expressing emotion through motion; making visible their invisible

feelings in music, art, in play acting, and in writing.

And every day I thank God more for that wonder-worker, the modern teacher. Someday the public will "rise up and call him blessed;" will recognize him for what he is—another powerful force in this power age.

For the modern teacher is beginning to know a great deal about what makes children tick, and he is careful neither to wind his charges too tightly, nor to let them go too long without winding. The modern teacher does not keep his eye on the clock. He keeps his eye on the children and lets the needs of his pupils, not the clock, dictate what tasks shall be done and for how long.

Do you remember the daily program of Yesterday—still, in far too many schools the program of Today—fifteen minutes of this, twenty minutes of that—it sounds like a recipe, doesn't it?

Who can live by the clock? Nobody can and be human. And who needs more to be human and cushiony than the school teacher who works with little children? Arithmetic does not come in fifteen-minute sized bottles; a science experiment should not be hurried by a schedule. Even the modern daily program has therapeutic value; it is as elastic as a nylon girdle and as adjustable as a shoulder strap. It pads a layer of work with a layer of play. It allows children plenty of time to find out for themselves: to probe, to experiment, to create, and to prove. I can hardly get away from our training school these days; the seventh grade is working with electrical apparatus, and they have so much to show me that an hour has gone before we know it.

Look into the modern school and you will find there an arts and crafts room under the guidance of a helping person. Sometimes it is a basement room, and

sometimes it is a corner of a little-used hall. But wherever it is, in it children are working with their hands—and with their hearts—for no one is allowed in the arts and crafts room who does not intend to work.

Come with me for a moment and will show you. That solemn-eyed little girl over there learning to weave is a D.P.; she is weaving her past fears and her new joys into that piece of work. The girl sketching in the corner by herself—her mother died last week. Notice her absorbed face and her clever fingers. Yesterday, Jim—the one with a crew hair cut—finished a soap-carving of Paul Bunyan that almost took my breath away. He can neither read nor spell, but his fingers can discover beauty in a cake of soap and make his dream visible to the rest of us. The boy over there in the writing booth is a specialist at cowboy stories. He used to be the worst pest in school; now he has channeled his productivity and creates something other than a disturbance.

And the modern teacher with her therapy of creativity is found in the rural school as often as in the city. As one rural teacher wrote me:

"Ronnie, a fourth grade boy, had never done anything very outstanding in any field of endeavor. But in the dramatization of a Christmas play that was to be presented to a large audience, Ronnie was given the leading role. The part required a strong, determined personality. The idea struck fire and he rose to the occasion. In fact, he did his part so well that words of praise and appreciation came from right and left. He was like a boy made over. He had given of himself and found satisfaction in the giving."

I know of another rural school which does a great deal of work with creative music; sometimes as a group, other times

small groups under the guidance of older pupils. The teacher directs a chorus of adults in the community; it is one of the happiest communities that I know. Music, whether creative or not, has been a release to the human heart for centuries. Did you study the faces of the French refugee children as they listened to the blind girl sing in Bing Crosby's latest picture, "Here Comes the Groom?" Listening to beautiful music is next to creating it in therapeutic value.

But play-acting is best of all. After a troublesome teen-age girl had been the Mother-Mary in the annual Christmas play, she seemed to change and grow poised and thoughtful. She finally confided to a friendly teacher, "I can't quite get over the idea that I played the part of Mary, the Mother of God."

But creative play-making is even better than play-acting. We used to recite the history lesson back to the teacher. Now each pupil takes the part of a person of that day and gives his opinion on a chosen subject as eloquently as he can; one may be the slave owner, one a Northerner, one a poor white, and still

another, a slave. Who knows but what just such techniques as this may one day be used with excellent results in our international meetings. When one pretends to be some one else, he can become even more eloquent than in his own behalf; he dares then to see all sides of the question. Children are natural play-actors. The clever teacher merely utilizes this natural tendency, and uses it for the changing of attitudes and for the release of pent-up feelings.

The creative child is most often the emotional child; his emotions can bottle up until he "blows his top" and fizzes out like newly opened soda pop. The wise modern teacher channels the creative child's emotions into therapeutic doing that rests him while it tires. All over the country, he helps countless potential artists, housewives, and workers to "grow up" rather than to "blow up." He, the understanding teacher, is the hope of America.

Present tense: Future perfect?

With our hands we must fashion the warp and woof of our future with the indestructible web which our spirits spin.

Finding and Using

Children's Real Selves

By MIRIAM REINHART

The expressive techniques such as play therapy, client-centered counseling, and socio-drama were developed for the purpose of diagnosis and therapy. How their use has been extended into the classroom for carrying out democratic practices, stimulating creative powers, and releasing tension is discussed by Miriam Reinhart, teacher in education at Queens College and New York University.

ONE OF OUR GREATEST TEACHING TOOLS is the atmosphere we create in the classroom. We as teachers establish that atmosphere as we let children live the kind of behavior we expect of them.

Too often we teach children only to conform. We commend children when they are "quiet," "obedient," and when they talk and behave in ways we approve.

We punish children who do not speak and behave as we think they should. By these actions we tell children they must suppress their joys, hopes, wishes, disappointments, dislikes, and doubts if and when these feelings do not express the point of view accepted by the teacher. We imply that the classroom is not a place for children to express differences openly. We shield children from varying feelings and attitudes.

During school years children are expected to learn democratic values primarily by word of mouth. Year after year teachers talk about the dignity of man, the rights of the individual, and the responsibilities of the group in a democratic society; but too often children do not experience these great values upon which our society was built.

The behavior which children copy is often at odds with the democratic behavior they learn by word of mouth. Fears and tensions thrive in such confusion.

Children can be helped in avoiding or in releasing such tensions if and when teachers create warm and accepting atmospheres. Expressive techniques can help teachers create this kind of atmosphere. These techniques were originally developed for purposes of diagnosis and therapy, but recently it has been found that they make outstanding contributions in the field of education as well.

There are many expressive techniques. Of these, three are particularly helpful to the classroom teacher: play therapy, client-centered counseling, and socio-drama. These techniques release tensions, stimulate creative powers, and involve children in democratic practices.

Before discussing these three expressive methods it is important to offer a word of warning. The classroom teacher generally initiates a "method," but it is not long before that "method" becomes a part of the classroom atmosphere. The



Courtesy, Carteret Public School, Bloomington

Free play experiences with toys or puppets.

classroom atmosphere, in turn, becomes part of the method as it develops. The interaction can take place only if the expressive method remains flexible. In other words, the feelings and behavior of students must influence the ways in which the technique is used if that technique is to help young people grow.

Play Therapy

In play therapy children are given free play experience, and the materials which they use are usually miniature toys or puppets. With preschool children the puppets are frequently handled by adults. It has been found that what children do with these materials and how they react to others' behavior with the materials reveal aspects of their personality which frequently remain unobserved or neglected. In these play experiences it is often the quiet, submissive child who, when freed through play, indulges

surprisingly aggressive behavior. The child's behavior with a doll or puppet may be a symbol of his feeling toward the person in life whom the doll or puppet represents in the child's mind.

Some changes in the use of play therapy are needed when it is taken into the classroom. There it is necessary to set up more limits in behavior (but not in feelings) than in the play therapy room. Nevertheless, even though noise and confusion must be watched, children can release tension and explore many kinds of feelings.

Two groups of five-year-olds saw a puppet show. At one time several of the girls rushed to the stage to kiss the mother puppet. In another setting girls and boys jumped to the stage and beat an abusive puppet.

Later in the puppet show contrasting reactions were again displayed. At one time in the first showing the children called a shy puppet "Fraidy-cat," and urged this puppet to go out at once to meet the "bad man." In the second showing the five-year-olds became sympathetic with the shy puppet and gave the puppet encouragement by saying, "There's nothing to be afraid of." "Go ahead." "I'll tell you what to do."

On these occasions the children expressed freely both acceptable and unacceptable behavior without a feeling of superiority or a feeling of inadequacy. Possibly they were, at times, expressing some fairly deep needs. However, it is extremely important that we as teachers refrain from interpreting the child's behavior. In the majority of cases there is no reason to attach deep significance to what the child has said or done. The harm we can inflict on the child through unfounded interpretations can be far greater than the help we offer through permitting the child to release his feelings. The release in and of itself, if in

an accepting atmosphere, can have far-reaching therapeutic value for the children and for us as teachers. (Virginia Axline's *Play Therapy*, The Riverside Press 1947, is an excellent reference.)

Client-centered Counseling

In client-centered counseling the teacher helps children talk through their problems. The child tells how he feels when he is hurt, what he does when he is angry, or what he wants when he loses his temper. The teacher permits the child to express these feelings and, at the same time, supports the child no matter what he has done.

The permissiveness and support of the child does not mean that the teacher feels that every child has behaved in a way that is socially acceptable. It means that she understands the child's feelings though she may not always accept his behavior. It means that she believes and shows that she believes that the child can find ways of meeting many of his own problems by talking them out with an understanding adult. It means—not that she wants these children to conform to her demands merely because she is the teacher—but rather that she wants them to help themselves and to help each other.

If we, as teachers, believe in children we can—by using a technique such as client-centered counseling—help children not only find ways of meeting immediate problems, but, in the process, help them avoid some of the related fears and tensions in the future.

A class of seventh-grade children was disturbed because they had to complete twenty-five work sheets in grammar and punctuation. The teacher let them talk through the problem. The children were soon expressing themselves freely as: "It isn't fair. We just finished studying grammar." "Mr. Jones never wants us to work on anything we like." Many

strong feelings were expressed in the discussion. This experience brought about a change in the original problem: "Are we going to do what Mr. Jones tells us to do?" It had become: "Is there some way we can do what we have to do and, at the same time, learn something besides grammar and punctuation, and even get some fun out of doing it?"

By the end of their discussion the children were ready to start their work without tension and anger. (The pamphlet by Carl Rogers on *Dealing With Social Tensions*, Hinds, Hayden, and Eldredge, 1948, is a good reference to read.)

Sociodrama

In sociodramas children spontaneously act out problems of interest or concern to them. Following the drama they talk about the feelings and actions of the people represented by the actors, and they talk also about their own reactions to the problem presented. The development of a sociodrama usually consists of three steps: *warm-up*, *acting out* and *discussion*.

Seventh-grade children were talking about "Lillian," a character in a short story. James remarked: "But Lillian could have joined the other kids if she wanted to. Her being lonesome was all her fault."

Robert became excited: "No, it wasn't! She was new to the school and she didn't want to push herself. I know how she felt because I was new last year."

Here was a problem which was real to the children. Miss Hansen suggested that the children might enjoy acting out some of Robert's or Lillian's experiences to see if they could feel what it is like to be a new student in a school. They selected an episode during the lunch hour of Robert's first day at the new school; they chose the cast with Robert playing

his own part. They asked Robert many questions about himself, about the other boys in the scene, and about the circumstances that led up to the problem being acted out. This preparation for the acting warmed them up to the situation. Two students set the stage and the cast started acting.

Afterward the children discussed what the actors did and said, and the way they reacted to each other. The actors described the *feelings* they had experienced while playing their parts. Then the audience talked about ways in which their feelings were similar to and ways in which their feelings were different from those of the actors.

By now the children were offering many suggestions as to ways of meeting the problems they had observed. Several of the suggestions were acted out.

Teachers often find that, even during the first uses of sociodrama in a class, children become relatively free emotionally and express themselves creatively as members of a group. (A chapter dealing with "Sociodrama as Educative Process" written by Helen Jennings for the 1951 Yearbook of the Association for Supervision and Curriculum Development, *Fostering Mental Health*, gives a clear and informative introduction to the use of sociodrama.)

The Need is Everywhere

At all grade levels, whether in the country or in the city, children need to bridge the gap between what they believe and what they live. Expressive techniques used in a permissive and an accepting atmosphere can help meet this need. Through the use of these techniques teachers can enable young people to release their pent-up feelings and find within themselves creative powers that will give them strength for living.

Helping Teachers With Their Tensions

What are the worries of teachers? What can be done about them? Maurice R. Ahrens, director of instruction, Corpus Christi, Texas, presents the underlying fears and presents practical ways in which they can be alleviated.

MOST EVERYONE WOULD AGREE THAT the morale of a teaching staff and the emotional well-being of individual teachers are basic in providing satisfactory experiences for boys and girls in school. Teachers who are fraught with fear cannot work effectively with children and their mental and emotional strains are usually reflected in the behavior of the children with whom they work.

It is extremely important that those who are in leadership roles in education help in identifying these fears, determining the causes, and finding ways of eliminating them or at least reducing them to a minimum.

What Are Some of the Fears of Teachers?

Teachers have many fears—some arise in situations that are short-lived and pass quickly; some vary by city and school depending upon the conditions and differing environmental factors; still others are perennial and rather common to all or most all teachers. In discussing the matter with a number of different teachers, those mentioned below seem to be the most constant and persistent. No attempt has been made to list them in order of importance.

Fear of being unable to do an acceptable job of teaching. Although this concern is much more common among teachers new to the profession, there are

many experienced teachers who continually worry about whether or not they are doing satisfactory work with children. Principals report that it is not an unusual occurrence for new teachers who are doing an outstanding job during their first days or weeks to suggest that they should resign because of concern about the quality of the teaching they are doing.

Fear of criticisms from parents and other lay people in the community. In these days of unrest and of many unjust attacks upon education, there is great apprehension among most teachers. The majority of teachers are working incessantly to improve in their work with children, especially in helping boys and girls acquire tools of learning. When parents and others accuse teachers either of de-emphasizing or doing an inadequate job of teaching the 3 R's, fears become greatly magnified.

Fear of experimentation. Although it is generally recognized that little progress is made without experimentation, many teachers are fearful of trying anything new. It is so easy to develop and establish routine procedures that some teachers are reluctant to disturb their patterns of teaching. The crying need for the implementation of available research can be answered only as teachers are willing to experiment and try out ideas without fear of criticism.

Fear of not being liked by children. A prime quality of good teaching is establishment of good rapport between teacher and children. Most all teachers strive diligently to improve this quality, but they are often afraid that a good relationship will not be developed. New

teachers often report dreams in which pupils have turned against them as well as other grotesque situations. This is just one manifestation of the great concern teachers have over whether or not they are genuinely liked by boys and girls in their classroom.

Fear of comparison with and lack of acceptance by other teachers. A teacher who does a little more than necessary or who tries something new is often berated by a fellow teacher. Principals sometimes extol the virtues of one teacher in an attempt to effect changes in the practices of another. If a teacher encounters these kinds of situations very often, he soon becomes fearful of his relationship with his principal and fellow teachers.

Fear of administrative authority. The traditional concept of administration and the leadership status of administrators has been the source of fear among many teachers. Many teachers still feel that the administrator tells them what to do and how and when to do it, and the supervisor is still a "snoopervisor." This may be true even in situations where the best democratic practices of administration are being used. When a teacher says, "I wonder if I am doing what they want done," he is emotionally disturbed by the administrative "halo." Another manifestation of fear is when teachers do things primarily to make a good impression upon administrators and supervisors.

Fear of losing their jobs. Too often teachers weigh their practices and reactions in terms of whether or not their jobs are at stake. Although this fear is lessened where tenure is in effect, it is by no means absent among teachers who enjoy the assurance of continued employment. When teachers are apprehensive about their jobs, creativeness and initiative are thwarted.

How Can Fears Be Eliminated or Reduced to a Minimum?

Since teachers cannot function effectively with children in an atmosphere of fear, it is imperative that we get at the source of tensions and find ways of eliminating or reducing them. For the well-being of children there is probably no more important responsibility for teachers and administrators to assume. How can this significant job be done? Let us consider some ideas and practices which have been employed successfully in schools.

Teachers should have an opportunity to participate in policy making and curriculum planning. When this tenet is put into practice, both the administrator and the teacher assume new roles. The administrator becomes a master in group dynamics rather than a decision maker. He helps teachers to identify problems and to proceed through democratic processes to solve those problems. The teacher becomes a person whose ideas and industry are respected and not one who fits into a status hierarchy and carries out a certain amount of required work. He not only enjoys the privilege of participation but also accepts the responsibilities.

A truly democratic situation cannot exist unless both teachers and administrators are dedicated to the belief that decisions made through participation of all concerned are more practicable and acceptable than those made by one or a few persons. This belief will not prevail in a situation in which the administrator feigns participation when he has already made up his mind what the decision will be.

Many schools have gone a long way toward setting up organizations and situations in which teachers participate in policy making and curriculum planning. In many elementary schools, principals

with teachers have found time for planning on a total school basis. Policies and plans for improvements in instruction are made cooperatively. In large elementary and secondary schools there is often a curriculum committee, elected by the faculty, which provides leadership in policy making and instructional improvement.

In large school systems where the problems of coordination of instruction become more pronounced, there has developed a number of different kinds of organizations to provide leadership in instruction on a city-wide basis. The membership in one such organization is composed of a teacher elected by each faculty, one elementary and one secondary principal, and a consultant from the central office staff. Since the council is composed of representatives of the teachers and administrators, its work is so organized that everyone in the school system has an opportunity to participate in planning and making decisions. The council operates on the assumption that each school in the system is the primary unit for improving instruction. The council then assumes a coordinating responsibility and also provides any assistance to facilitate the work being carried on in each school. Such responsibilities as these are assumed: planning an in-service program; coordinating the audio-visual program; planning curriculum guides in which all teachers concerned participate; and identifying and evaluating materials.

It is evident that when teachers have full and free opportunity to participate in policy making and curriculum planning, many of their fears vanish. Usually teachers are not apprehensive about putting into practice decisions and ideas which they have shared in making and developing. In addition, the fuller understanding on the part of each teach-

er which is achieved through such participation contributes significantly in alleviating fear of changes.

Adequate services should be provided for teachers. It is generally recognized that teaching is a profession in which constant growth and improvement are essential and desirable. Although teacher training institutions can assist immeasurably in the preparation of teachers, it still remains a major responsibility of school systems to help teachers improve on the job.

Since many of the fears of teachers arise from the feeling of inadequacy in the work they are doing, it is important that every possible assistance be provided for them. Likewise, it is important that the services not be forced upon them. The old type supervisory service did little more than alarm and frighten teachers. The newer concept of supervisory or consultant service, available on request, is being used by teachers as a way of improving their work with children.

In addition to a variety of consultant services, many school systems are providing psychological or psychiatric services for teachers. Even in the most desirable situations, teachers, like anyone else, have problems which may seem insurmountable. These problems often become so magnified that they are reflected in the behavior of the children in the classroom. The specialized service of a clinical psychologist or psychiatrist may determine whether or not the classroom climate is desirable or undesirable for children.

Teachers should be provided many opportunities for growth and improvement. In addition to consultant service, there are many other ways to help teachers improve on the job. Every school system should have a well-planned comprehensive in-service program. Perhaps the most effective in-service pro-

gram is the one developed in the individual school. There is no better opportunity for growth than that which comes from teachers working together on common problems which are designed to improve the instructional program for children with whom they work. Since this is such an important activity, many schools have found ways of providing school time for it. Some schools begin school later in the morning one day a week, others dismiss school early one afternoon a week, and still others provide substitutes so that small groups of teachers can work during the school day.

As a supplement to the in-service program in individual schools, it is desirable that a school-wide in-service program be provided. As is the case in some school systems, this may be in the form of a workshop. In one system the program is planned by the teachers, and the groups meet once a week for a two-hour period on a day when the children are dismissed early. The program is planned cooperatively with three teacher-training institutions so that teachers who want graduate credit may obtain it and so that the resources of the participating universities may be utilized. The board of education subsidizes the program.

One school system which was confronted with inadequate consultant services for teachers new to the system developed a plan of having successful teachers help the new ones. Any new teacher needing assistance could request a day or more of observation or better still could ask that another teacher be freed to come into her class for a day or more to work with the new teacher.

Other methods of helping teachers to grow and improve such as attendance at professional meetings and employment of outside consultants are becoming common aspects of the program of school systems. Where these and other oppor-

tunities are provided for teachers, fear due to insecurity and a feeling of inadequacy is reduced.

The evaluation of teaching should be cooperative. There is probably no greater fear than that which comes from secretive rating scales and from the belief that you are being observed to determine your competence and to ascertain whether or not you will be retained on the job. Teachers cannot work effectively in such an atmosphere.

The trend toward cooperative evaluation is a laudable one. In many school systems the principal, with the teacher, assumes the major responsibility for evaluation. Instead of a single traumatic experience, it becomes a series of friendly conferences in which goals are agreed upon and an evaluation centered upon instruction rather than upon the teacher. In this approach the real purpose of evaluation is achieved—that of improving instruction and at the same time protecting the teacher from mental strain and stress.

Teachers should be accorded full administrative support. An administrator said recently, "I expect occasionally to have to defend teachers who are really doing things in their classroom. If I never have to defend a teacher, I'm afraid nothing very fundamental is happening in his classroom." Teachers need to know when administrators are thinking this way because many are very fearful of change when they are in doubt about administrative support.

Administrators must have a genuine belief in the integrity and individuality of teachers. Their every action and word breathes sincerity or insincerity. Teachers evaluate every expression and phrase to ascertain whether or not there are implications for their work with children. Any evidence of directives or lack of support will create fear which thwarts

opportunities for creativeness and experimentation. Democratic administrators recognize that teachers will make mistakes and are willing to share with them the mistakes as well as the successes. The morale of a teaching staff can be made or broken by the attitude of the administrator.

Teachers should be helped to work effectively with parents. A principal suggested to the teachers in his building the possibility of room meetings with parents. After a considerable period of silence he asked if his suggestion had been unreasonable. Finally a teacher spoke up and said, "We're afraid of parents." Teachers are unaccustomed to working with groups of parents, and they need sympathetic and positive help in developing the necessary skills.

The fears that teachers have of the

criticisms of parents is probably due to the way in which we have been working with them. In the main we have been "selling" parents in large groups by telling them about our program. This has not done the job. New approaches that seem to have promise involve parent participation in curriculum planning. A number of schools are doing this on a room basis which usually requires teacher leadership. The skills involved in cooperative planning are not the equipment of all teachers, and it is essential that they be helped in developing these skills.

When parents are involved in cooperative planning of the instructional program, there is sure to be a better understanding of the work we are carrying on with children. In addition, teachers will know parents intimately and the fear of reprisal will be greatly lessened.

The Snowy Day

One day we looked out of the window,
We saw the beautiful snow falling.
It fell like rain upon the drain.
The rain turned to snow.
It fell on the trees.

The snow was like diamonds.
The snow glistened and sparkled.
It sparkled like stars in the sky.
It looked like stars falling.

The trees were weary and cold
And the snow covered them like a white blanket.

The snow was white as a polar bear.
It was as white as a sheep's coat.

When people walked on the soft white snow
It s-cr-unched down.

We could make a snowman.
We could make a snow bunny.

I loved the snow when it fell. It was so nice and white.

FIRST GRADE, Winifred Haecussler, Teacher
Waite Park School, Minneapolis, Minnesota

THE LOVE OF TEACHING

Three important ingredients are in the love of teaching—love of pupils, love of the subject being presented, and love of the American Public Schools. C. Leslie Cushman, associate superintendent of schools, Philadelphia, Pennsylvania, presented these ideas without sentimentality at an orientation meeting this fall.

AS A SMALL BOY I WAS ONCE TAKEN TO a religious service where a very devout and stern pastor examined by a series of searching questions a group of youthful converts to determine their fitness for admission to a particular religious fellowship. Each of these questions was prefaced by the query, "As you look at yourself, are you sure?" The experience of watching these young people search thus their own lives made an impression never to be forgotten.

In an equally serious, but less stern manner, it is appropriate that we should examine our own fitness for this very serious business of teaching that we undertake. How sure are we that we can meet its requirements?

We should consider the question "*What are the chances that I am going to love teaching?*"

A French philosopher once said that "A good teacher must have the capacity of loving both his subject and his pupils." A good teacher in American schools, I believe, must have a concern even more comprehensive—that teacher must love his pupils, he must love his subject or subjects, and, I would add, he must love our American Public Schools. To make the teacher's task more difficult, these loves are not to be expressed at separate times and places. They need to be operating simultaneously; they need to be harmonized in all that the teacher does. Many of

the inadequacies in educational practice, and much of the public's confusion about the work of schools, can be traced to mistaken notions about the relative emphasis to be given to the teacher's affection for pupils, for knowledge, and for the American public school system.

It is fitting that we consider briefly what is implied by each of these. As we do this we are likely to see that there is no essential conflict among them. On the contrary, as we come to understand their implications, we will see that each of them is essential for an adequate realization of the others.

What It Means to Love Our Pupils

It may be useful first to note several things that are not implied by those words, as they are used here. To love one's pupils does not mean that one adopts a gushing "deary" manner of speaking and mingling with them. It does not mean that the teacher seeks to become merely one of the pupils. It does not mean that the teacher likes, approves, or accepts as all right everything that the pupils do or wish to do. And finally, it does not mean that the teacher will never become angry, or never display irritation at pupil misbehavior. Such perfection could be attained only by a machine, and our schools need normal healthy human beings, not machines, as teachers.

To love one's pupils implies at least three things. First, it implies the resolve and ability to accept continuously each pupil as an individual, even though one may simultaneously reject or disapprove of particular things a pupil does. This capacity to let a pupil understand that we genuinely like him although we may dislike simultaneously what he has done is one of the most important characteristics of the love of the teacher for his pupils. If we are realistic we must recognize that no teacher can do this all the time with all pupils. Rather it should be viewed as a goal continuously to be sought, come what may.

Second, this relationship implies a constant endeavor on the part of the teacher to understand each pupil as a person, and to help him to attain those conditions under which his personal needs will be met more adequately. These include the pupil's bodily needs, his need for friends, his need for a sense of belonging, and his need for a feeling of acceptance of himself.

Third, this relationship obligates the teacher to respect each pupil's right to grow and develop in ways appropriate to his own talents and his own interests.

Professor Nathaniel Cantor of the University of Buffalo has said that one of the most difficult tasks of every teacher is that of learning enthusiastically to accept growth that leads to something other than the image of the teacher. Some teachers never learn to do this. For such teachers pupils seem to divide themselves into two groups, those who seek to become like the teacher, and those who are "stubborn." Fortunately, however, many teachers do find an equal sense of joy in identifying very different patterns of growth among their pupils, recognizing that it is this variety of growth patterns that keeps our democracy strong.

Love for the Subjects of Study

The good teacher has a great and abiding love for knowledge, and an urge to share that knowledge appropriately with his pupils. He recognizes that this knowledge constitutes our common heritage, and that it can be perpetuated only as it is embodied in and enriched by the life of each generation.

If there be those who believe that when a teacher loves his pupils sufficiently he need not know too much about the studies they are to explore, they will do everyone a service by quickly ridding themselves of this delusion.

One of the best teachers of literature I have known told me that she found it necessary to read several hundred children's books each year. She did this because she loved good books and was eager to help her pupils acquire a similar love through a reading experience that would be meaningful to them.

As I was thinking about this teacher's statement, I chanced to pick up a recommended list of novels for seventh-grade pupils. Of the 130 books on this list I had read two, and had seen motion picture versions of two. I submit that my love for the pupils of a seventh-grade class would not atone for such profound ignorance so as to make me a good, or even an acceptable teacher of literature for the seventh grade.

True love of one's subject doesn't mean merely the possession of enough knowledge to ensure the teacher of being ahead of his pupils—although to be ahead of one's pupils today often requires great wisdom. Neither should we conclude that a string of A's in one's college courses, or even being a Phi Beta Kappa, denotes of itself such a love of knowledge as is essential to the good teacher. Any teacher whose knowledge is kept packed away in a "deep freeze"

does not have the kind of love of subject that can be shared with today's children.

The teacher who truly loves his subject will seek continuously to enrich his acquaintance with that subject. This is true whether the subject be beginning reading, primary music, arithmetic, literature, history, Latin or anthropology.

Love of the American Public Schools

For some, the inclusion of love of the American Public Schools will seem an extravagant use of language. "Does it make sense to say that to be a good teacher one needs to love our schools?"

Whether one views this as reasonable and essential is likely to depend on one's clarity as to what are the enduring purposes we would have our public schools serve. We should be very clear as to what are these purposes.

Our public schools are maintained as a means of guaranteeing the right of an adequate education for all of the children of all the parents who choose to use them. They are a vital symbol of our continuing commitment to the Founding Fathers' declaration of belief that "All men are created equal."

In brief, our public schools are intended to serve two major and closely related purposes. They are intended on the one hand to serve as society's major instrument for providing for every boy and girl equality of opportunity for full growth and development. On the other hand, they are society's greatest investment in a future citizenry prepared and eager to maintain and improve our America.

These purposes have been established and maintained by a long line of men and women whose feeling for the American Public Schools can be correctly characterized only as a great love.

Every community in America, large

and small, needs teachers and administrators who are very clear as to these purposes of our schools and are committed fully to their realization. For such persons, love of our schools is real.

I chanced onto a review in the literary section of the *New York Times* for September 2, 1951 of a book entitled *The Education of Man*. This is a collection of quotations from the writings of the Swiss educator, Heinrich Pestalozzi. The following quotation from that review is worth noting here:

It is refreshing to be reminded once again that the growing child is a growing human being, and that education can be reduced to the problem of vigilant love aiming to imbue the child with love and humanity.

It is thus we should examine our fitness to teach. Are we sure we are capable of learning to love each and every pupil? Are we sure we are capable of maintaining a feeling of love for those areas of life, those subjects, to which we will direct pupils' attention? Are we sure we are capable of developing a real love for our schools?

These are not questions to be answered once and then forgotten. They are questions to which we should direct our attention again and again.

Doubtless some may find themselves compelled to say, "No, the fact of the matter is I just don't like teaching." We hope the number of persons who will answer this will be small.

Others will say, "Perhaps love is too strong a word for me, but at least I enjoy teaching."

And still others of us will find it in our hearts honestly to say, "I truly love teaching. I love my boys and girls. I love the subjects I endeavor to share with pupils. Yes, I even love our public schools." We hope sincerely that this group will be the largest of all, for of such is the lifeblood of good schools.

Something IS Being Done

"Tensions can call out the best in people to meet the challenge of the times," says P. W. Martin, Social Sciences Department, UNESCO, Paris. This international group is working on studies bearing on social tensions and their resolution. They hope to bring understanding where at present there are negative tensions of misunderstanding and distrust. They call their discoveries small but they are cumulative. It is an exciting concept when the implications for application are in our own classrooms.

THE SPEEDING UP OF COMMUNICATION over the past hundred years has brought us all closer together in a totally unprecedented manner. Whereas it did not matter a great deal when the world was wider what was going on on the other side of the globe, nowadays we all live in a dangerous neighborhood where an explosion in any one part of it is capable of detonating atomic war. As a consequence, in every country there is a background of fear of contemporary life, of uncertainty, of escapism, and of mistrust.

This is the side of the picture everyone sees, the dark side. And it is real. But there is another side, no less real if less obvious. Tensions can also be positive, creative. They can call out the best in people to meet the challenge of the times. Never before have there been so many earnest men and women seeking, not merely a way out, but a way through to a new vision of life.

The UNESCO Tensions Project

In the Social Sciences Department of the United Nations Educational, Scientific and Cultural Organization (UNESCO), a project called "Tensions Affecting International Understanding" was begun in 1947. It has at the present time some dozen different studies in course, all bearing on the problem of social tensions

and their resolution. These undertakings vary in size, scope, and method. Most of them cover anything from two to twenty countries and potentially the whole world. Some are done with the help of individual experts, some by teams of specialists, some by a national or international organization, with UNESCO's support. But they all have essentially the same purpose: to bring understanding where at present there are the negative tensions of misunderstanding and mistrust.

One of the larger pieces of work, for example, is the Way of Life bookshelf. This consists of a series of studies of the way of life in some twelve different countries written by experts on those countries. Each volume follows the same basic plan, taking up in turn the way of life in the family, in education, the political and economic structure, religion, and the international outlook of the people in question. Consequently the bookshelf can be read in two ways. It can be read vertically, country by country—Italy, Norway, South Africa, Pakistan, and so forth. It can also be read horizontally, by taking the education chapter in each volume and working through the whole series. The first volumes of this bookshelf will be published in 1952.

Another large-scale investigation,

closely linked to the Way of Life series, is that of the Community Studies. In each of four different countries (Australia, France, India and Sweden) a small rural community and a small urban community were intensively studied by field-workers, trained together in Paris under the auspices of UNESCO, and then returning to their own countries to do their research. The prime object of these community studies is to investigate the negative and positive tensions operating in the small unit of society. The Way of Life series uses, so to speak, a social science telescope; the community studies a social science microscope. The first of these Community Studies will also be appearing in 1952.

Technology and Tensions. A further major field of operation is that of modern technology and its social consequences. Here, three main reports have been prepared, widely different in subject but all with the same ultimate aim. The first—"Technological Change and Mental Health"—deals with the tensions liable to arise when technology is introduced into more or less primitive areas. It is a manual for those working on the frontiers of technological revolution in the undeveloped regions of the earth.

The second report—"Community and Technology"—takes up the problem of how a sense of belonging can be brought about in the modern large-scale industrial plant. Usually these giant factories are very effective in producing commodities, but the people in them are all too often rootless, with no fellowship to hold them together, no feeling of community. This particular report takes up and analyzes a number of actual cases in some eight or nine different countries where factories have been successful in producing both commodities *and* communities.

The third of the series is in the field

of education. It is designed to start a thorough-going international survey of "Education in a Technological Society." The chief theme of this survey is: Are the educational systems of the different countries really fitting the children and young people now in the schools to cope with the technological age into which the whole world is so swiftly moving? Out-of-date methods of education do relatively little harm when only a fraction of the people went to school and the world changed little from generation to generation. Now it is otherwise. More and more countries are giving education to more and more people (children and adults) for longer periods than ever in the past; and the rate of change, under the stimulus of modern technology, is ultra-rapid. How is education to be geared to the modern world so that the men and women of tomorrow shall be the masters of the machine, not its slaves?

As will be seen, in each of these reports the focus of inquiry is: What is technology doing to people? What can be done to enable it not only to raise the standard of living but also to enhance the way of life?

These, of course, are no more than thumbnail sketches of large-scale projects, on each of which scores of experts from half the countries of the world have cooperated and given of their skill. It may perhaps be of interest to look a little more closely at yet a fourth.

National Stereotypes

Most of us have mixed ideas about "foreigners." These may be just silly tourist-talk or stock nationality jokes. But they can also be deadly, especially when they become stereotyped into some fixed idea. The picture of Uncle Sam as Uncle Shylock (so that Marshall Aid is seen as prelude to the demand for a pound of flesh), the stereotype of John

ull as rabid imperialist seeking whom e may devour, and like generalizations an cause more thorough-going inter-ational misunderstanding than is some-imes realized. In the present issue of e *International Social Science Bulletin*, ublished by UNESCO, a number of new angles on this matter of national stereo-ypes are explored. Two of them, touch-ig directly on education, are especially nteresting.

H. E. O. James of the London Institute f Education set out to find how school-ge children formed their national stereo-ypes, and how these might be changed. e discovered that all the suspected ources—films, propaganda, what their arents said, even the experience of war-me bombing—were relatively unim-ortant in forming the stereotype of the erman if, as happened in a number of ases, the children had made good friends ith a prisoner-of-war quartered in the eighborhood. Wherever this occurred, en, quite regularly, the interviewer ound substantially the same response: Hitler was a bad man, but Hans was ice.” “The Germans are like us.” nd this worked out for other nation-ilities also. Personal contact outweighed ill else.

Having come upon the track of this ajor element in the formation of chil-ren’s stereotypes of other peoples, Mr. ames tried an experiment. He brought wo West African women teachers into school class for about a fortnight, nterviewing the children before and after e visit and again some time later, in rder to ascertain the effect. The chil-ren had started with the usual preju-ices against color, the usual films seen f savages, the usual doubt and distrust f people who are not like us. At the nd of the fortnight, Mr. James found at not only were their prejudices about fricans completely changed, but also

their attitude toward foreign nations and races generally had broadened. If Negroes were like us, so might be Chinese, Japanese, or anybody else.

From Mr. James’ report on his study, it is clear that the two African teachers were of exceedingly high caliber, and that their warm sympathy earned them the friendship of the English children. A couple of curmudgeons, as he says, would not have had the same effect; perhaps the opposite. But the fact remains that, given able teachers, a few days’ contact sufficed to change these children’s ideas from prejudice to interest and even affection. This clearly has important impli-cations in the matter of the international exchange of teachers, and in the whole field of child education generally.

Education for World Citizenship

Another of these stereotype studies appearing in the present issue of the *International Social Science Bulletin* is one made for UNESCO by Jean Piaget, the well-known Swiss child psychologist. Mr. Piaget shows the development of the idea of their own country and of foreign countries in school children from the earliest age. The boy and girls were interviewed to find out what they thought and how they felt about their own home-land; and whether they had any under-standing of other countries and their peoples. The results showed a definite trend: from the narrow concept con-ditioned solely by parents and neighbor-hood, to a broader social outlook and a realization that other people have other ways of life and different loyalties from one’s own—in France a Frenchman is not a foreigner and a good Swiss is!

But perhaps the principal interest of this study is that, having been carried out in Geneva, it has a special bearing on the problem of dual loyalty. Most of the children interviewed were from the

cantons of Geneva and Vaud. When asked what nationality they were, the younger children answered "Genevois," "Vaudois." The question was then put to them: But are you not Swiss? How is it possible to be both Swiss and Genevese at the same time? The younger children were nonplussed. They knew they were Genevese. They knew also that they were Swiss. But how they could be both they could not imagine. If asked to draw Geneva and draw Switzerland, they drew two rough circles side by side. With the rather older groups, however, the problem was solved: one is both Genevese *and* Swiss, and this is as it should be. When asked to draw the situation, Switzerland was the larger circle with Geneva the smaller circle inside it. There was no conflict of loyalty.

The question which naturally arises in the mind is: If children of ten have no difficulty in thus recognizing and reconciling what at first appeared an incom-

patible double allegiance, are we really so distant as some people imagine from the possibility of an over-all loyalty? These children who are the men and women of tomorrow, can feel themselves good citizens of their own country and good citizens of the world.

These brief examples give some idea of part of the work the UNESCO Tensions project is doing. In one sense it is very little. A few social scientists making small discoveries here and there hardly touch the great life-or-death issues of the present day. This is true. But social science has this about it: it is cumulative. Like the coral polyp, the social scientist adds result to result; and after a while an island arises above the ocean, where once there was nothing. As with education, social science works for the long run: not the long run where, as it has been wryly commented, we are all dead; but the long run where we all truly live.

Conversation of a Group of Five-Year-Olds During Lunch

"MY GIRL FRIEND HAS A LITTLE SISTER JUST THREE YEARS OLD. She's just a little girl and she thinks the world is all hers, but it isn't, is it?"

A boy attempted to settle the problem by saying, "It can't be all hers because you're not hers. Anyway, she's only three years old and the world is a hundred years old."

A girl chimed in, "I know how old the world is. It's one hundred fifty million years old."

Reported by BARBARA ADLER, Student
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Nice Day After All!

The interdependence of human relations is easiest to explain by example. In this story the tensions in three lives come into collision—yet something can be done by recognizing our feelings and the feelings of others. This story is written by Frances Venn, former teacher in California and Hawaii, now living in Ann Arbor, Michigan.

"WILL IT OR WON'T IT RAIN?" DEBATED Jane Story as she looked at the sky with its grey, low-hanging clouds and sun-flecked edges. "It won't; I don't need a raincoat," she decided, but her decision was based less on the view through the window than it was on the vitality and warmth she felt inside her own being. For Jane felt *good*.

The third grade she taught was showing the kind of initiative and interest in its work that made teaching fun. The children's ideas about making an Indian village had pleased her so much that last night she went to the library to look for pictures and books.

Jane was new to Raymondson School. She'd come there in September less than three months ago after two years in a smaller rural school up the valley.

Her dreams, those bright multi-colored balloons she had sent up into the summer sky, had carried her through the first days of school, but their efficacy began to fail her as the weeks went by. Everyone had been nice enough to her; it wasn't that. They had all tried to help her "get adjusted to our way of doing things," as they put it, but . . . She delved into her work with a vengeance. Her enjoyment of her class was a shield against loneliness.

She took one more glance at her smart figure in the mustard-colored suit as she passed the hall mirror. Remembering the roly-poly girl in a starched dress with big eyes eager to please that she had been such a short time before, Jane couldn't help smiling at the poised, sophisticated-appearing person she saw in the mirror. But there was that anxious little girl, too, hiding in the eagerness and expectancy in her smile, showing in the sensitivity and vulnerableness that would creep into her eyes. Whisking up the stack of books and pictures on the hall table, she hurried out the front door.

There ahead of her, his narrow shoulders compressed against the damp air, his slight figure leaning at an angle as he trudged toward his office, was Mr. Maynard, the principal.

Mr. Maynard was unaware of the figure skimming across the grass to catch up with him. His thin lips were dourly predicting rain, while his eyes, usually twinkly behind his rimless spectacles, reflected the grey overcast of the sky. Mr. Maynard was still seething over an encounter he had had the night before with a young neighbor.

"Here a week," he was muttering to himself, "and they take over everything. You have to stand up to them; can't be agreeable. . ."

"Good morning, Mr. Maynard!" Jane's voice, now that she had finally caught up with him, was high and gay from the short run.

"Oh . . . hello, Miss Story." Mr. Maynard put on his schoolhouse manner reluctantly. ("They don't know the meaning of give and take," he continued omi-

nously to himself.) "Looks like it will storm today; there will probably be mud all over the halls by noon."

If Jane's momentum had not been so great, she would have noted the disgruntled tone in her principal's voice, and have realized that this was not the opportune time to approach him with a new idea. But she was so engrossed with her own well-being, so anxious to take advantage of this opportunity to impress him with her interest in the children of his school, that his grumpiness went unnoticed.

"Oh, do you really think it is going to rain?" she asked. "I hope not; I left my raincoat at home. Besides, we mustn't have a rainy day session just now. My youngsters are excited about starting a new social studies project; the day just doesn't seem long enough for all they want to do."

The youth and vitality in her voice were irritants to Mr. Maynard's wounded ego. Somehow it made him even more sure that he was regarded as inconsequential. That was an old fear, born perhaps from his slowness of physique.

Jane bubbled on. "We have started studying about Indians and the children want to build a village in the room like the ones the Indians used in this valley." Expectantly, she watched his face for signs of approval. There was pride in her voice as she told of their plans. "I found lots of good material on the subject at the library last night. And here is a tentative list of materials we need. I was just on my way to your office to get the money so I could buy these things after school today."

("I knew it! Here's another one," Mr. Maynard affirmed to himself.) Aloud he spoke peremptorily as he wished now that he had last night.

"I'm afraid," he said, "that we don't do things that way here, Miss Story.

You will have to make out a requisition. List exact shapes, sizes, quantities, and types of materials your class absolutely needs, and keep the list as small as possible. Some teachers forget the school budget when they get a requisition in their hands. I will go over the list and mark the items we may purchase. The secretary will locate the cheapest place from which they can be bought and place an order for them."

Jane sighed, thinking of the high enthusiasm of her students as they had gone home yesterday. "Oh, dear. That sounds as if it will take a long time, and we are so anxious to get started. I tell you what—why don't I buy the things we need, and then the school can pay me later whatever amount it wishes? I did that once at Lombard School at Christmas when we . . ."

Mr. Maynard cut her short. He used the frozen voice he reserved for malcontent seventh-grade boys and opportunistic parents. "Miss Story! I do not know how they managed their finances at the school from which you came, but I do know that *here* we have no such haphazard system. You will have to go through the whole procedure I have outlined just as all the other teachers have been doing all along!"

The principal's words pricked the bubble of Jane's vivaciousness, and left unmasked her sensitivity to criticism. "Oh, yes, Mr. Maynard. I understand." Her voice faltered. "I . . . I didn't mean to be asking for any special privileges. It was just that . . ." The books in Jane's arms seemed suddenly heavy.

Mr. Maynard hesitated on the top step of the stairs that led to his office. The flat tone in Jane's voice, so different from the vibrant one with which she had called "Good morning" to him only a few minutes before, brought him out of his mood. It made him regret somehow

hat he had spoken so harshly. He was searching for some softening word, but Jane spoke first.

"Well, I guess I had better get these pictures inside before it starts to rain."

"Old pussy-foot!" her mind jeered. Anger had begun to cover the hurt.

"Didn't pay any attention to the class's idea or to all the work I had done. All he thinks about is his old requisition. . . . Try and try and try to do something good for the youngsters, and does he care? If that's all it means, why should I work so hard?"

Outside the door leading into Jane's classroom stood a small, rumpled boy. His eyes, in whose depths wistfulness and pugnaciousness were light and shadow, took on luster when he saw his teacher coming. There was a new baby in his family and Melvin was showing symptoms of neglect, jealousy, of being in the way, and lonely. He was beginning to transfer some of the affection he had reserved for his mother to his teacher. But he was also taking out the aggression he felt toward the usurper in his home on the smaller children at school. Jane had been working patiently to help him make a better adjustment.

"Whatcha got? C'n I carry the books? Why'd ya bring um? Hey, maybe it's goin' to rain, 'n if it does, it will knock in the cave we're makin'!" Of necessity, Melvin stopped for air.

"What do you have?," not "Whatcha got?" Jane corrected him automatically and wearily. She gave over with relief the weight of pictures and books she had been carrying, ignoring the fact that one on top was threatening to drop under Melvin's grass-wet feet. Once they had been important to her, but now they no longer mattered.

Another day, Jane would have been cheered by seeing Melvin starting the day exuberantly. She would have taken

this opportunity to give him the extra attention he craved. But this morning her mind was consumed with her own martyrdom, and the jumbled, long-winded tale Melvin was telling as he put the books on the library table increased her irritation.

When he came to her desk, still talking, Jane could contain herself no longer. "Go out and play, Melvin," she said firmly to the ragged head leaning across the plan book she had opened. "I am too busy to listen now. Tell me after the bell rings." ("I *am* too busy. I have to replan all our social studies work for the next week or so, since we can't have the supplies we need right now. And how am I going to break the news to the youngsters anyway!")

Melvin walked toward the door quietly enough, but every line in his back and shoulders cried out "All right for you!" He knew a rebuff when he heard one. His scuffling toes looked for something to kick as he slowly passed through the classroom door.

"Oh, oh! Now what have I done?" Jane lamented to herself, watching those small, belligerent shoulders push open the door. She saw one of Miss Toynbun's first-graders approaching the steps. The blond head was bent over the array of shiny buttons on her new raincoat, and a bright, unscratched lunch box was clasped in one of her chubby hands. Then Melvin's head choked off Jane's view. Somewhere beneath Jane's concern with her own problems, an apprehensive voice kept intoning "Oh, oh!"

Seconds later, a scream followed by lusty sobs pulled Jane to her feet. She rushed out. The small girl was a tangled mess of raincoat and spilled lunch pail at the bottom of the two steps; Melvin was running toward the corner of the building.

"Melvin!" Jane remembered just in

time and softened her voice, "Melvin, will you help me with the girl's things, please?" and she smiled at him reassuringly as he cautiously returned to pick up the lunch pail.

"There now, honey," Jane spoke comfortingly to the first-grader. "You are going to be all right. It's just a skinned knee, and we'll fix it up right now. Melvin will help you on that side, and I will help you on this side. Now, can you walk to the nurse's room?"

The small girl hobbled between them, her crying reduced to self-righteous sobs.

Jane pointed to a spot by Mr. Maynard's door. "Melvin, you wait here for me, please. I'll come tell you how the little girl is as soon as I can."

The sound of Miss Story's voice outside his door pulled Mr. Maynard out of a remorseful reverie. He felt that he had been unduly short with Miss Story. The pamphlet lying open on his desk had a different meaning than when he left it yesterday. His attention was held by a caption beneath a picture—"A school administrator's major job is to develop an emotional environment within his school that will make his staff (and through them, the children) feel at ease, appreciated and important."

"Hurrumph," coughed Mr. Maynard, remembering Miss Story's crestfallen face. This morning was not the first time he had seen Miss Story looking forlorn and unhappy. He had always been too busy, though, to think of her as anything but a competent, self-assertive new staff member. Perhaps, though . . . Jane's presence, just then, outside his door seemed providential. He hurried out into the hall.

"What has happened, Miss Story?" His smile was an apology.

"Nothing, really; just a small scratch on the knee." Jane's voice was on a cold note.

"Oh, I see. You are busy, though. Perhaps I can help?" Mr. Maynard couldn't have been more conciliatory.

As they bandaged the knee, Jane found herself unable to keep the distant attitude she had meant to affect when next they met. She told him the whole story, in adult hieroglyphics supposedly too obtuse for a young listener to understand. "It's my fault," she added contritely, "for being so hurried this morning."

But Mr. Maynard interrupted. With new awareness, he sensed the young teacher's need for reassurance and personal understanding. "Such things *will* happen; you shouldn't feel too badly. I appreciate the fact that things like this do not slip by you. Not many teachers are so aware of their children's problems."

His kindness was relaxing the tight knot in Jane's throat. A glow began to spread itself up the back of her neck. Her self-esteem was restored and for the first time that morning, Melvin's problems had real meaning to her.

After the first-grader was sent out into the yard to show off the crisp, white bandage, Miss Story and Mr. Maynard walked toward Melvin dejectedly waiting in the hall. Jane tried not to hurry but Mr. Maynard smiled to himself at her anxiousness to reach the boy.

"I'll leave this matter to you, Miss Story," said Mr. Maynard bending his head toward Melvin. He searched his mind for another way to express the good will that had been rising inside of him. "Oh, yes, and I will send down a requisition slip to you first thing this morning. Mark it 'rush' and I'll tell the secretary to do as fast a job on it as she can. That Indian project sounds excellent; we'll try not to hamstring it in red tape."

Jane laughed. "Thank you, Mr. Maynard. A few days delay won't matter."

"The class can use more planning time."

Their approaching voices caused deep, soundless sobs to constrict Melvin's stomach. His anger had left him the minute he touched the small girl, and slowly he began to fill up with guilt and fear—guilt over what he had done, and fear of losing Miss Story's affections. He had smashed his world to smithereens, and he didn't understand why. Now the principal would punish him, maybe even call his mother.

Nodding goodbye to Mr. Maynard, Miss Story put her arm around the boy's shoulders and led him to a place where they could have privacy. Once outside, she dropped down almost to her knees, and smiled into Melvin's eyes.

"She is all right now, Melvin. But she could have been hurt badly, falling like that. You *must* be more careful."

She slipped her hands down to his waist. "Melvin, you didn't mean to hurt her, did you?"

Surrounded by this unexpected understanding, Melvin could not stop the tears from trickling down his cheeks. He could only mutely shake his head.

"I know," Jane went on softly. "You were really angry with me, weren't you, for not listening to you in our room?"

Melvin's head dropped lower.

"Melvin, don't take your anger with me out on someone else. That isn't fair, even though all of us are inclined to do it sometimes." There was no blame in her words, just understanding. They sank into a second of silence. "Try to find a way to get rid of your anger that doesn't hurt anyone."

"I wish I could listen to you, Melvin, whenever you have something you want to tell me. Your stories are interesting; I like them, you know that. But you

do understand why I cannot listen to you all the time, don't you? After all, when your mother and I talk to you, there are times when you are too busy to listen to us, aren't there?"

Again, a mute nod, but this time the corners of Melvin's mouth were turned up. The words Miss Story was saying were less important than the loving tone with which she said them, but both the feeling and the words were filling a dark cavity in Melvin's being. He was afraid to interrupt her, for fear that she would stop altogether.

"I tell you what," Jane said, as they started walking. "Next time you want to tell me something, if I am too busy to listen to you right then, why don't you go over to the clay table and make some of those figures you were having such fun with yesterday? Then I will come to you as soon as I can. How's that?" She gave him a pat on the back. "And if you become angry with someone, you can smash one of those figures to little pieces, and that won't hurt anyone." She laughed down at him.

Melvin looked up at her and laughed back. His world was right side up again. "Yes, Miss Story," he sang out. His feet began to dance, and he dropped Miss Story's hand. "C'n—May I go play? It's not going to rain after all."

Jane smiled as she glanced at the sky. "He's right! I don't believe it is going to storm," she said to herself.

Melvin's clipping feet on the sidewalk brought Mr. Maynard's head up. He was just pushing aside the pamphlet he had finished reading, prepared to tackle the day's work. "Well, what do you know," he chuckled to himself as he looked out the window. "It's going to be a nice day, after all!"



NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Alma Association for Childhood Education, Arkansas
Killarney Association for Childhood Education, Florida
Texas Christian University Association for Childhood Education, Fort Worth, Texas
Marathon County Association for Childhood Education, Wisconsin

Reinstated

Hattiesburg Association for Childhood Education, Mississippi

Etta Anchester

Etta Anchester's death in Philadelphia, May 29, 1951, brought a deep sense of loss to those who have known her as a friend, teacher, and supervisor. Miss Anchester, a faithful worker in the Philadelphia ACE, has been a member of ACEI for many years. She was among those who suggested changing the name of International Kindergarten Union to Association for Childhood Education.

Since 1935, Miss Anchester has been a member of the administrative staff of the Philadelphia Public Schools and at the time of her passing, was a member of the Curriculum Office. Her co-workers give tribute to her in this way:

She brought to her work a keen insight into the nature and needs of the young child. The contribution she made to early childhood education will continue to influence the work in the field for years to come.

Oak Ridge Children's Museum

The Children's Museum at Oak Ridge, Tennessee, has been developed over a period of several years by the members of the Oak Ridge, Tennessee, Association for Childhood Education. It is open each Wednesday afternoon, and the first and third Sunday in each month, with special attractions designed for children. The museum features during 1951-52, natural science, hobbies, story hours, exhibits and audio-visual aids for children.

AASA Regional Meetings

ACEI and NANE will hold a joint breakfast conference at each of the regional meetings of the American Association of School Administrators. The schedule for the three breakfast meetings are as follows:

St. Louis — Wednesday, February 27,
Hotel Statler
Presiding: Alberta Meyer, St. Louis
Speaker: Jennie Wahlert, St. Louis
Los Angeles — Wednesday, March 12,
Hotel Biltmore
Presiding: Blanche Ludlum, Los Angeles
Speaker: Bernice Baxter, Oakland
Boston — Wednesday, April 9, Hotel
Statler
Presiding: Winifred E. Bain, Boston
Speaker: Laura Hooper, Philadelphia

Tickets for the breakfasts will be on sale at AASA convention headquarters in each city. These breakfast conferences offer to members of ACEI and NANE and to others concerned for children, an opportunity to discuss children and their needs today.

ACEI Life Members

The Association is pleased to announce that the following people have recently become life members of the Association for Childhood Education International:

Mabelle Bailey, Fort Wayne, Indiana
M. Pauline Rutledge, New York, N. Y.
Clarice Wills, Sacramento, California

Ann Reno Institute

The twenty-fifth anniversary of the Ann Reno Institute, located in New York City, is being celebrated during 1951-52. Founders' Day on November 11th gave special emphasis to the accomplishments of the Institute during the twenty-five years of existence.

The school was established, like others of that period, as a two-year normal school for preparing kindergarten teachers. Through the years the school has reflected and kept pace with the ever-increasing understanding of how children grow and learn and with the consequent changes in the education of teachers. Today the Institute offers four years of preparation for teachers of young children with a Bachelor's Degree from Adelphi College.

Margaret Wagner, dean, has successfully aided the Institute through its years of development. Mrs. Wagner, in addition to her responsibilities as dean, participates in the work of several other groups. She has served as president of the New York State ACE, as adviser to the Ann Reno ACE, and is now the president of the Metropolitan New York ACE. She has also participated in the work of the Association for Childhood Education International, serving on committees and participating in many of the annual study conferences. Ann Reno is to be congratulated on its achievements throughout its twenty-five years and on its dean, Margaret Wagner.

Director of Nursery Training School of Boston

Dura-Louise Cockrell has accepted the appointment as director of the Nursery Training School of Boston. She will succeed Abigail A. Eliot in this position and will begin her work in Boston on September 1, 1952. Miss Cockrell comes to this work from the University of Rhode Island where she is now professor of Child Development and Family Relations.

The School offers professional training for teachers of nursery school and kindergarten children. A recent affiliation with Tufts College provides the opportunity for undergraduate and graduate work toward degrees in education to high school, junior college, and college graduates, as well as to those already teaching.

Willard E. Givens Receives Award

Willard E. Givens, Executive Secretary of the National Education Association, has received the Save the Children Federation's second annual award for distinguished service to children. The award was presented at the twentieth annual meeting of the Federation.

Upon receiving the award, Mr. Givens said: "In trying to educate all the children of all the people, as we do in public school systems in a free country such as ours, we must study each individual child carefully and help him develop his abilities."

The Save the Children Federation is a child-service organization with national headquarters in New York City.

National Midcentury Committee for Children and Youth

The National Midcentury Committee for Children and Youth held its first meeting at the Shoreland Hotel in Chicago on October

29 and 30. The call for the meeting was issued by Leonard W. Mayo, chairman. The purpose of the meeting was to adopt the program and structure through which the Committee will carry out its objectives.

National organizations, state committees, and departments of the federal government were invited to send representatives to the dinner meeting. At this session the Committee announced its program. ACEI was represented at the dinner by Olga Adams and Oneida Cockrell.

On November 27 and 28 the Advisory Council on Participation of National Organizations in the Midcentury White House Conference on Children and Youth met in New York City. Robert Bondy, Chairman of the Advisory Council, presided. Mamie W. Heinz, Associated Secretary of ACEI, represented the Association at this meeting.

Fulbright Agreement with Japan

On August 27, 1951, Japan and the United States signed a memorandum putting into operation the program of educational exchanges authorized by Public Law 584, 79th Congress (the Fulbright Act). The memorandum provides for a United States Educational Commission in Japan to assist in the administration of the educational program financed from certain funds resulting from the sale of United States surplus property to that country. After members of the Commission have been appointed and a program formulated, information about specific opportunities for American citizens to pursue study, teaching, or research in Japan will be made public. Inquiries may be addressed to the following agencies:

For graduate study: The Institute of International Education, 2 West Forty-fifth Street, New York 19, New York.

For teaching in national elementary or secondary schools in other countries: Office of Education, Federal Security Agency, Washington 25, D. C.

For teaching in American elementary or secondary schools in other countries: The American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

For university teaching, or advanced research: The Conference Board of Associated Research Councils, 2101 Constitution Avenue, N. Y. Washington 25, D. C.

Books for Children . . .

Editor, LELAND B. JACOBS

"I read all about it in a book!" the child said enthusiastically, assuredly, and proudly.

Yes, children reserve a special place in their affections for books that help them to achieve their purposes and to foster their interests. At school and at home there should certainly be a diversified collection of fine, up-to-the-minute books that give children guidance in how to make things, that indicate ways to do things, that help them comprehend things about which they want to know more and more.

WHAT'S IN A LINE? By Leonard P. Kesler. Illustrated by the author. New York: William R. Scott, Inc., 8 W. 13th St., 1951.

Pp. 32. \$1.50. Here is a new idea for the young artist—maybe even a new idea for the teacher and the parent. The author calls this "a first book in graphic expression" and, at least conceptually and ideationally, it is just that. The text begins with the thought that lines plus experience and imagination can become pictures, but they don't have to be pictures. They can be letters, numbers, words, or stories. The next thought is that historically pictures and writing have gone together to tell stories. The third big idea indicates how lines can be used not only to communicate thoughts but also feelings. In essence, the forthright text gives encouragement to the young reader to put lines to work, individually and creatively, in the expression of his own ideas.

As an antidote for coloring books and mimeographed patterns, this book which suggests the potentialities of lines for freeing children to be creative is most welcome. There's more to be said on this subject for children, of course, but as a pioneering effort *What's in a Line?* is a commendable glimpse of a new frontier.

PLANTS IN THE CITY. By Herman and Nina Schneider. Illustrated by Cynthia Koehler. New York: John Day Co., Inc., 210 Madison Ave., 1951. Pp. 96. \$2.50.

The wonder of plant life is neatly developed and interpreted in this tight-knit informational book for children in the later-elementary

grades. How plants grow, how the various parts of a plant work for the whole, how plant propagate themselves are clearly and interestingly presented. What makes *Plants in the City* unique is the way in which the author explain to children how they, themselves, can grow plants from seeds, bulbs, roots, or cuttings. These writers encourage youngsters to experiment in plant cultivation as well as observe the wonders of what they call "The Green World." They encourage children to know firsthand that "It's fun to watch a plant grow . . . to see a young plant push its way through the dark soil and push its pale, soft leaves to the sunlight."

GOLDEN HAMSTERS. By Herbert S. Zim. Illustrated by Herschel Wartik. New York: William Morrow and Co., Inc., 425 Fourth Ave., 1951. Pp. 63. \$2.

In America in recent years hamsters have become popular as school and home pets. Zim has, in this book, made another useful contribution to pet-loving children.

The author seems to be talking directly to his reader on practically every page. Beginning, as he does, in the story of the first hamsters to be kept in captivity, with natural correctness Zim takes the reader to considerations of such topics as the uses of hamster, the hamster's place in natural history, the care and feeding of these pets, and the rearing of new hamster families. The book ends on a thoughtful note of the responsibility which the young hamster owner has to society.

Zim does these two things very skillfully in his writing: He trusts his young reader to understand; therefore he never seems to over-explain or over-simplify. And his books always help the young reader to know more than he previously knew on the subject, not only in fact but also in the spirit of science.

ODD PETS. By Dorothy Hogner. Photographs by Lilo Hess. New York: Thomas Y. Crowell Co., 432 Fourth Ave., 1951.

Pp. 166. \$3. The usual categories of pets such as dogs, horses, cats, rabbits, or goldfish are not to be found in this book. Instead snails, moths, beetles, ants, ladybirds, and many other odd pets from pond or river, woods or air or ground take over the pages of this beautifully made book. As Hess and Hogner say in their preface, "If they are properly housed and fed, most of the living

(Continued on page 232)



"It's a Small World" presents by means of hidden cameras the actions and reactions of young children to their surroundings during a day in a nursery school. The spontaneity of on-the-spot observation makes this the perfect companion film to B.I.S.' much heralded "children growing up" and "children learning by experience." A film which should be in the film library of every child psychology and child study group in America.

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Books for Children

(Continued from page 230)

creatures described make interesting and unusual pets that will add greatly to the owner's knowledge of natural history." So, to conclude the book, they have a chapter on simple equipment for the amateur natural historian.

Readers in the later-elementary grades will appreciate the well-balanced information that Dorothy Hogner has supplied for them. They will undoubtedly be thoroughly carried away by the handsome photographs—all 115 of them—which Lilo Hess has contributed for their visual enjoyment.

CHILDREN'S GAMES FROM MANY LANDS. *Edited by Nina Millen. New York: Friendship Press, 156 Fifth Ave., 1951. Pp. 214. \$2.* That children play interesting games all over this wide world is the larger message of this collection of 252 games. More immediately, in this compilation, elementary-school children will be able to locate easily suggestions for their particular play tastes. Here are quiet games and active games, singing games and guessing games, mimicry and pantomime.

The play suggestions are grouped by continents, for the most part, and each grouping has a short, concise introduction that is helpful in understanding the spirit of the games that are included. As they seek this book for suggestions on what to play, boys and girls will be sensing the likenesses of children everywhere. Through games, says the editor, American young ones can "enter into a fellowship with other children the world over."

ALL FALLING DOWN. *By Gene Zion. Illustrated by Margaret Bloy Graham. New York: Harper and Brothers, 49 E. 33rd St., 1951. Pp. 25. \$1.75.* "Down" is a concept that early catches the fancy of a child. This entire book finds its being in amplifying this intriguing concept for the three- to six-year-old. "What falls?" asks the author, and answers "Petals, water, apples, sand castles, leaves, snow, rain, shadows, night." In fact, in picture and print, everything in the book falls down—except the reassuring surprise on the last page.

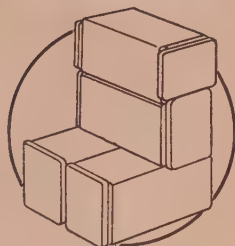
The two-page pictures which accompany the simple but satisfying text are charming in

(Continued on page 234)

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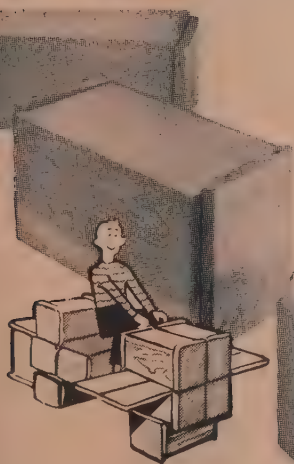
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Books for Children . . .

(Continued from page 232)

their warmth of conception and understanding of what children are like really. Young children will find much pleasure in pouring over these graceful pictures done in soft colors; each time that the child looks he will be delighted that there is more and yet more to be seen about "Down."

CONSTRUCTION AHEAD. *By Henry Billings. Illustrated by the author. New York: Viking Press, 18 East 48th St., 1951. Pp. 158. \$3.* American children are "road" minded, for the automobile is an intimate part of their daily lives. But this smooth surface over which they comfortably ride is so often unthinkingly taken for granted that Henry Billings's new book may come as a pointedly new idea to them. At least one can be sure that children in the later-elementary grades will get some additional information concerning highways.

Construction Ahead is neatly divided in five parts, the first of which traces the early history of roads in America. Part two indicates, in historical perspective, the influence of the invention of the automobile on American road building. Part three is a well-developed explanation of the engineer's planning for road making. Part four describes the actual processes by which a major highway is constructed. Part five projects the reader's thinking toward our future "thru ways."

To help the young reader further to understand the human activities involved as the highway becomes a reality, the author has been astute in selecting and arranging appealing drawings and diagrams that precisely augment this moving account of a civilization that prizes wheels and the man-made passage way on which wheels can run. After reading the book, a road becomes a parade of past events, a creative combine of thoughts and deeds, a splendid monument to the fortitude and ingenuity and power of man.

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Books for Teachers . . .

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

THIS HAPPENED IN PASADENA. By David Hulburd. New York: Macmillan Co., 60 Fifth Ave., 1951. Pp. 166. \$2.50. What happened in Pasadena? Why did it happen? What does it mean to me?

In the foreword to a small volume with a amber black cover, its publishers claim *This happened in Pasadena* to be a "full blow-by-blow account of the issues, personalities, and sequence of events involved in the Pasadena school controversy." It entirely lives up to the publishers' claim. It was designed to arouse the interest and awaken the concern of all educators and civic-minded laymen, in order to provide a "lesson of grave importance." It could become genuinely effective propaganda on behalf of public education in all sections of the country, for the journalistic style of author David Hulburd makes the story

of the recent and brief superintendency of Mr. Willard Goslin in Pasadena entirely realistic and readable everywhere. Carefully read and discussed, *This Happened in Pasadena* could go far in assisting all American citizens to recognize the insidious first evidences of "campaigns of all sorts of infiltrating minority pressure groups."

Here, indeed, is a *For Whom the Bell Tolls* in the contemporary literature of education.—Reviewed by CHARLOTTE C. BROWN, *Wheelock College, Boston.*

PHILOSOPHY OF EDUCATION. By William Heard Kilpatrick. New York: Macmillan Co., 60 Fifth Ave., 1951. Pp. 432. \$4.75. In his *Philosophy of Education* William H. Kilpatrick presents his educational convictions after long activity as one of this country's most effective teachers.

In the foreword he acknowledges his indebtedness "to the intellectual atmosphere created by that second generation who sought to digest and apply Darwin's *Origin of Species* to life and thought, most definitely to C. S. Peirce, William James, and John Dewey . . ."

How deeply indebted we all are to that
(Continued on page 236)

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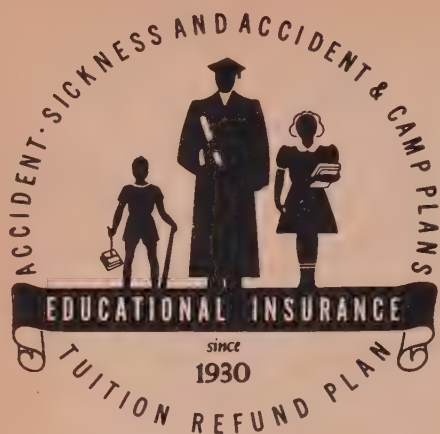
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Books for Teachers . . .

(Continued from page 235)

period of speculation. But one also feels a mutual and undeniable indebtedness to Plato and Aristotle, to Hegel, to Kierkegaard. For an author is influenced not only by those with whom he agrees but also by those who accompany him as disputants.

The book as a whole is valuable for teachers, particularly its central theme that learning is not to be understood as an accumulation of knowledge but as a form of influencing the total behavior-character of the learner. For those who already know Dewey and Kilpatrick it is unnecessary to emphasize their belief that this kind of learning can be pursued most effectively in a non-authoritarian, or, a democratic situation.—Reviewed by MARY EWEL ULLICH, *Wheelock College*.

CHILDREN AND THE THEATER. Revised edition. By Caroline E. Fisher and Haze Glaster Robertson. Stanford, California: Stanford University Press, 1950. Pp. 235.

\$4. Why do children love to "put on plays"? Why are teachers willing to help children "give a program"? Why are more Parent Teacher Associations and school administrators sponsoring dramatic programs for children? In *Children and the Theater* the authors discuss with vivid illustrations the social, cultural, and educational advantages of dramatics for children. Through theater, children may live these various experiences, not just talk or read about them.

The second part of the book deals with technical problems of production. While some of the material is more technical than many teachers can use or need, the book is so well organized, indexed, and clearly written that special problems of production may be solved by referring to it. One may find help, for example, on such details as sound effects, use of color in stage lighting, and make-up.

This summer I visited the authors in the Palo Alto Children's Theater and saw the book in action. It works! What this organization is contributing to children's lives was evident as was the fact that the skill and knowledge providing these rich experiences for children had not been acquired in a day but through many years of faithful and intelligent work. This accumulated "know how" is in the book.—Reviewed by BETTY BOBI *Wheelock College, Boston*.



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Bulletins and Pamphlets

Editor, MAY I. YOUNG

HOW TO BE A GOOD MOTHER-IN-LAW AND GRANDMOTHER. By Edith G. Neisser. New York: Public Affairs Committee, Inc., 22 E. 38th St., 1951. Pp. 32. 20¢.

A very frank and constructive discussion of how and why tensions arise in everyday normal living. Important to sons-in-law and daughters-in-law as well as to mothers-in-law. The practical suggestions such as "When an argument starts, I take a walk. Then I am not pulled in," might be tried with success by any in-law.

Helpful ideas for grandmothers in dealing with the children are included. If they were carried out universally, parents would have fewer excuses to offer teachers who point out children's unacceptable behavior!

As one reads this pamphlet, one recalls the article "I Sent My Wife to Vassar" (*American*

Magazine, February 1951) which gives so vividly a father's reaction to the new perspective in family relations.—M. I. Y.

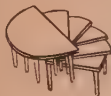
SO YOU WANT TO ADOPT A BABY. By Ruth Carson. New York: Public Affairs Committee, Inc., 22 East 38th St., 1951. Pp. 32. 20¢. This pamphlet is a thoughtful and sincere attempt to answer the questions naturally arising in the minds of couples planning to adopt a baby.

The information it contains about child placing agencies is helpful, and statistics explaining delays and shortages and general problems of placement should bring clarification to the reader if such is needed.

Its help in anticipating for the adopting parents questions they will be asked by the agency is an excellent feature. It should assist them in understanding their own attitudes and emotions and assure them of the wisdom of securing their baby through a qualified agency.

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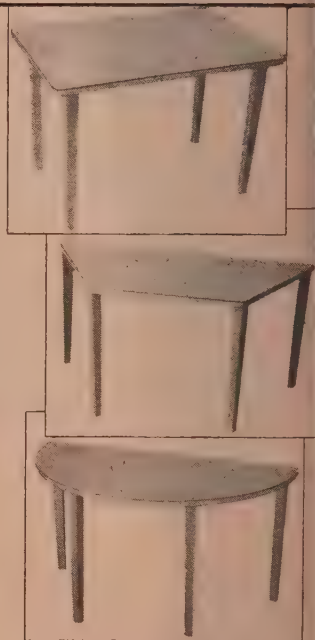
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et begins on a negative note. This is a
d feature if it has the effect of channeling
hopeful adopting parents to legitimate
ncies.—Reviewed by MRS. LOUIS BUR,
ndmoor, Pa. (who has adopted a baby.)

**OUR HEREDITY and YOUR CHILDREN'S
HEREDITY.** By Bernice L. Neugarten.
Chicago: Science Research Associates, 57
W. Grand Ave., 1951. Pp. 48 (each). 40¢
each. *Your Heredity* is a useful bulletin
adolescents or even pre-adolescents and
ild well supplement the film "Human
rowth," as it answers many questions asked
viewers of this film.

Your Child's Heredity does the same thing
parents. The controversial question of
relative importance of heredity and en-
vironment is well treated. The emphasis put
the fact that, while not too much can be
ne about heredity, much can be done about
vironment offers a definite challenge.
Many false notions and superstitions which
e commonly heard are kindly but firmly
sposed of in these two pamphlets. The
cientific explanation of the known facts about
redity should help the reader understand
mself better and make better life adjust-
ents. After reading these bulletins, there
ould be little excuse for blaming his faults
his ancestors, or for basking in the glory
his forebearers.—Reviewed by SELINDA Mc-
AULLEY, principal, J. S. Jenks School, Phila-
lphia.

FEARS OF CHILDREN. By Helen Ross.
Chicago: Science Research Associates, 57
W. Grand Ave., 1951. Pp. 48. 40¢. Many
mplete books have been written on fears
d anxieties in children. While far from
mplete, *Fears of Children* in its 48 pages
fers to parents and teachers enough mate-
al to carry on child study at all ages and
many different situations.
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